CYFLAWNI TEGWCH A RHAGORIAETH
MEWN ADDYSG A GWELL LLES I BAWB

EQUITY AND EXCELLENCE IN EDUCATION
AND ENHANCED WELLBEING FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

TONYSGUBORIAU PRIMARY SCHOOL

ACCESSIBILITY PLAN

3 YEAR PERIOD COVERED BY THE PLAN: 2026-2028

Ysgol Gynradd
Tonysguboriau
Primary School

Date of approval by the governing body: June 2026

Date of annual review: June 2027

Date of full review: June 2028

Contents

Section	Content	
	Foreword	3
1.	Introduction	4
2.	Key Objective of the Accessibility Plan	5
3.	Legislation and Guidance	5
4.	Roles and Responsibilities	6
5.	Engagement	7
6.	Information from Pupil Data and School Audit	8
7.	Staff Professional Learning	9
8.	Publishing and Monitoring Outcomes	9
9.	Links with other Policies/Plans	10
10.	Strategic Leadership	10
Appendix 1	Accessibility Plan Improvement Priorities	11

Foreword

At Tonysguboriau Primary School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school's Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

Mrs. Tracey Harries
HEADTEACHER

Mr. Gavin Keedwell
CHAIR OF GOVERNORS

Section 1: Introduction

Our school mission is aligned with the principles of the Equality Act (2010) "To provide a caring and stimulating environment which fosters a culture of respect and values diversity. This enables all individuals to become healthy, confident and ambitious learners so the succeed and achieve their full potential" and ensures that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equality of opportunity for persons with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

The Plan is subject to a rigorous monitoring and evaluation framework.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Section 2: Key Objective of the Accessibility Plan

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.

Section 3: Legislation and Guidance

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

b) a **physical or mental** impairment, and
b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as a year/12 months or more.

Schools have a duty to provide reasonable adjustments which will enable pupils with disabilities to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside non-disabled peers.

Section 4: Roles and Responsibilities

GOVERNING BODIES

To ensure compliance with the Act, the governing body:

- ensures that the school publishes its three-year accessibility plan;
- makes appropriate arrangements to monitor the plan's progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
- publishes information about the plan in the governors' annual report to parents;
- works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
- undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

- Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
- Consulting with a range of stakeholders.
- Ensuring that the plan clearly identifies the school's short, medium and long-term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
- Set specific and measurable targets/goals with clear timescales for evaluation.
- Implementing the accessibility plan and allocating adequate resources to support its implementation.
- Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
- Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

Section 5: Engagement

The Tonysguboriau Primary School Accessibility Plan has been developed through consultation with pupils, parents/carers, staff, governors and other relevant stakeholder that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

Section 6: Information from Pupil Data and School Audit

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous accessibility plan. In addition, we have used the RCT Accessibility Audit Tool to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them.

The school's self-evaluation and school improvement planning processes have also informed the Plan and include analysis of pupil data where relevant

Section 7: Staff Professional Learning

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 8: Publishing and Monitoring Outcomes

The school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation is shared with parents/carers.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 1 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

Section 9: Links with other Policies/Plans

The Accessibility plan is linked to the following documents and policies:

- Strategic Equality Plan
- ALN Policy
- Supporting pupils with Healthcare needs Policy
- Curriculum Policy
- Health and Safety Policy
- Anti–bullying Policy.

Section 10: Strategic Leadership

The lead for the Accessibility Plan in Tonysguboriau Primary School is Mr. Barry Blears (Deputy Headteacher/ALNCo.)

Further information can also be provided by the Headteacher if required.

Appendix 1

Tonysguboriau Primary School

ACCESSIBILITY PLAN FOR 2026-2028

Date of Issue: Summer 2026

First review of the Accessibility Plan: Summer 2027

Final Review of the Accessibility Plan: Summer 2028

Improvement Priority 1: Improving access to the curriculum							
Outcome	**Action to ensure outcome**	**Person responsible**	**Long, medium or short-term**	**Completion date**	**Costings & resources**	**Monitoring & evidence**	**Impact statement/ evaluation**
Ensure all staff understand their duties in relation to the equality act 2010	Provide staff update every 3 years and new starters at the start of their contract	Headteacher	Long-Term	September 2026	N/A	N/A	Document shared with staff

Ensure effective arrangements are in place to support transition from setting for children and young people with a disability	ALNCo forum attended, ALNCo to support transition with Y Pant Nurture and ALN team, with a date and file tranfer happening during transition	ALNco/Deputy Headteacher	Long Term	July 2026	N/A	N/A	Information shared with Y Pant nurture and ALN team and which pupils require support. ALNCo to also transfer all digital and physical files to Y Pant.
Provide a broad balanced curriculum for all pupils ensuring that it is appropriately differentiated	Curriculum reviewed each term to ensure	AoL leads ALNCo	Medium Term	July 2026	Supply Costs	Finished curriculum documents	Curriculum review – AoL leads and ALNCo to monitor new topics of our 2024/25 and 2025/26 curriculum to ensure coverage supports and enables all children to make progress
Provide assistive technologies to enable access to the curriculum	ALNCo, Digital Lead and class teacher to work together to identify learner's needs and provide appropriate technology as identified by child's	ALNCo Digital Lead Class teacher	Medium Term	Ongoing	N/A	IDP All About Me documents	Children are able to access the curriculum through effective use of assistive technologies that support their learning in all AoLe areas.

	All About Me document and/or IDP						

Improvement Priority 2: Improving access to the school site/physical environment							
Outcome	**Action to ensure outcome**	**Person responsible**	**Long, medium or short-term**	**Completion date**	**Costings & resources**	**Monitoring & evidence**	**Impact statement/ evaluation**
Children and young people with physical disabilities: ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, emergency evacuation routes, physical access to outside areas and specialist curriculum areas	Review all equipment with providers	Deputy Headteacher ALNCo Caretaker Headteacher	Medium Term	Last completed November 2025 Ongoing repairs to be completed in Summer 2026	N/A	N/A	Ramps installed around the KS2 area that provide exits from the Year 5, Year 4 and Deputy Heads office. Electromagnetic locks installed in the KS2 area, exit between the Main Corridor and Community Room, and Foundation Phase entrance. Assessments were made regarding the disabled toilets are onging.

							Area outside of the KS2 classrooms to be repaired during the 6 week break.
Ensure the physical environment is accessible	Review all entrances and access points to make sure the area is accessible for all	Deputy Headteacher ALNCo Caretaker Headteacher	Medium Term	Last completed November 2025 Ongoing repairs to be completed in Summer 2026			Ramps installed around the KS2 area that provide exits from the Year 5, Year 4 and Deputy Heads office. Electromagnetic locks installed in the KS2 area, exit between the Main Corridor and Community Room, and Foundation Phase entrance. Assessments were made regarding the disabled toilets are onging. Area outside of the KS2 classrooms to be repaired during the 6 week break.
Seek to ensure the main entrance, administration area, hall and visitor toilet facilities are accessible to disabled visitors	Review all entrances and access points to make sure the areas are accessible for all.	Deputy Headteacher ALNCo Caretaker Headteacher	Medium Term	Last completed November 2025			Check regularly by caretaker. All points are accessible

Improvement Priority 3: Improving access to information							
Outcome	**Action to ensure outcome**	**Person responsible**	**Long, medium or**	**Completion date**	**Costings & resources**	**Monitoring & evidence**	**Impact statement/ evaluation**

			short-term				
Identify young people who face barriers to learning and respond to individual learners' requirements for curriculum access	Regular staff updates on needs of pupils, pupil proogress meetings with Deputy Headteacher/ALNCo	Deputy Headteacher/ALNCo	Long term	Ongoing		Pupil Progress Meeting ALN Tracker Bromcom updates	All staff are aware of ALN pupil, those with disabilities and barriers to learning. School is actively identifying children and families to access PIPYN and support with CAMHs nurse for further support
Ensure that staff are aware of the needs of young people with ALN/disabilities by means of one page profiles/All About Me documents	One Page Profiles/All About Me documents to be completed at the end of academic year as part of the transition documents to help support staffs understanding of their needs. Parents to be informed of the completed documents for them to access and edit to provide insight	Deputy Headteacher/ALNCo Class Teachers	Long Term	Ongoing		OPP folder on Teams Google Classroom to share with parents	Teachers complete One Page Profiles/All About Me documentsnattheend of the school year so that during the Autumn term, parents can have these shared digitally to allow more up-to-date information to be shared. Staff have used the information to make reasonable adjustments to support wellbeing within the school day.

Headteacher:	T. Harries	**Date:**	11.6.2026
Chair of Governing Body:		**Date:**	11.6.2026